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ABSTRACT

This book explores how African Canadian teachers can take back control over the education of African Canadian students, exploring and problematizing the issue from the standpoints of five elementary-level African-Caribbean Canadian women educators. Information for the book comes from classroom observations, life history interviews, teacher/student talk, student conversations, and conversations with teachers about their practice. Chapter 1 examines who the women are, how they define their educational project, how they conceptualize their practice, and what experiences and ideas have informed their pedagogy. Chapter 2 sets the narratives in the larger sociopolitical contexts of black women's educational activism, African-Caribbean immigration, black women in the labor force, and educational concerns of the black community. Chapters 3-5 focus on Bedford Elementary School, examining how teachers create learning environments where black students can flourish. The chapters are linked by the theme of multiple ways of living and moving in the world. Chapter 3 focuses on standpoint theory. Chapters 4 and 5 examine examples of pedagogy of black self-representation, a practice forged to help children understand their fractal, hybrid identities as Canadians of Caribbean heritage and of African descent. Chapter 6 is an epilogue that shares ideas about black-focused pedagogy, the education of black girls, and the subject of black women. (SM)

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